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ABSTRACT

This report describes the Migrant Education Program of the Austin Independent School District, Texas (AISD) under Title I, Part C. The AISD receives federal funds through the Texas Education Agency for the costs associated with staff to identify, recruit, and then address the needs of, migrant children and youth within the districts attendance area. The Migrant Education program directs funds for emergency medical and dental services, parental training, and liaison-assistance between the migrant family and the school/community, payment of education-related fees, and evaluation of program effectiveness. The 2000-2001 budget allocation was approximately \$111,485. Program staff included two full-time employees: a data-tracking specialist and a recruiter/parent support specialist. Program records indicate that 230 migrant students resided in the AISD attendance area during the period September 2000 to August 2001. Of these students, 194 were enrolled on AISD campuses, and half of these were designated limited English proficient. Forty percent were from low-income families, 2% were designated special education, and 1% were classified as gifted. Attendance rates for migrant students often trailed district attendance. Three secondary migrant students were provided tutorial services during the 2000-2001 school year. As a group, the passing rate of migrant students for the Texas Assessment of Academic Skills exceeded the states standard of 50% but was lower than the AISD overall passing rate. Recommendations are made for program improvement. (SLD)

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Office of Program Evaluation

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AISD's Title I (Part C) Migrant Education Program
Austin Independent School District

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The Austin Independent School District's (AISD) Title I Part C Migrant Education program receives federal funds through the Texas Education Agency (TEA) for the costs associated with staff to identify, recruit, and address the educational needs of all eligible migrant children and youth who reside within AISD's attendance area. Migrant children ages 3 through 21 (or until attainment of a high school degree, whichever comes first) are eligible. The Migrant Education program directs funds for emergency medical and dental services, parental training and liaison-assistance between the migrant family and the school/community, payment of education-related fees, and evaluation of program effectiveness. AISD migrant program staff provided the following program description statement: "The purpose of Title I, Part C is to support the high quality and comprehensive education program for students in a migratory situation in order to reduce the educational disruptions and problems that result from repeated relocation by ensuring that students in migratory situations are provided with appropriate educational services that include support services and address needs in a coordinated manner."

The 2000-01 Migrant Education program staff included two full-time employees: a New Generation System (NGS) data-tracking specialist and a recruiter/parent support specialist who identify, recruit, and provide migrant education program (MEP) funded support services. They also assist families in securing local social services. In addition, the Migrant Education program employed one quarter-time evaluation staff member in 2000-01.

Evaluation objectives in 2000-01 for AISD's Title I, Part C program included summarizing the impact of Title I Part C funds on the effectiveness of the district's Migrant Education program and providing decision makers with information on program impact to facilitate decisions about program modifications.

During the 2000-01 school year, staff from AISD's Program Evaluation Office worked with the Title I Migrant NGS specialist and the recruiter/parent support specialist to gather data for various reports on the Migrant Education program (e.g., New Generation System, TEA and district). These data were gathered through various analyses and a survey conducted by the evaluation staff.

Migrant Student Participation by Grade and Term

The New Generation System (NGS) records indicate that 230 migrant students resided in the AISD attendance area during the 12-month period, September 1, 2000 to August 31, 2001. Of the 38 school districts that report to the Region XIII Education Service Center, AISD's migrant program ranked second in migrant population counts. These students were counted during the school term in which they received instructional or support services in AISD. The data also include students who are not enrolled in AISD but are recognized by the migrant staff as part of the NGS accounting system. For instance, children who are less than six years old, or students who are out of school but meet the age criteria (21 years or younger) for service, are recorded in NGS. Out-of-school counts may include, for example, dropout students or those working on a GED in a non-K-12 institution.

Table 1 shows the numbers of AISD migrant students served by grade and school terms over the past two school years. The data were submitted as part of the 1999-2000 and 2000-01 TEA performance reports. The total number of migrant students in AISD has declined from 277 in 1999-2000 to 230 in 2000-01 (not counting summer school).

Table 1: Numbers of Migrant Student Served with Title I (Part C) Migrant Funds in AISD by Grade and Term, 1999-2000, 2000-2001

Age/Grade	Regular Term 1999-2000	Summer or Intercession 2000	Regular Term 2000-2001	Summer or Intercession 2001
Ages 0-2	12	0	15	0
Ages 3-5	35	6	24	0
K	24	5	13	0
1	19	4	18	0
2	22	2	20	0
3	23	2	20	0
4	20	1	13	0
5	18	1	16	0
6	15	1	13	0
7	24	3	11	0
8	11	1	19	0
9	16	1	13	2
10	8	7	10	3
11	12	4	06	2
12	3	0	03	1
Out-of School	15	0	16	0
Ungraded	0	1	0	0
TOTALS	277	38	230	8

Source: TEA report records 1999-2000, 2000-2001

Demographics, Attendance, and Discipline

AISD records show that of the 230 migrant students residing in the AISD attendance area during the 12-month period (September 1, 2000-August 31, 2001), 194 were enrolled on AISD campuses during the school year, and of that number, 50% were designated limited English proficient (LEP); 40% were from families with low incomes; 2% were designated special education, and 1% were gifted and talented. Also, 12% of the students were classified as overage for their current grade level.

Attendance data for elementary and middle school migrant students showed that their attendance rates usually were slightly higher than district rates for both 1999-2000 and 2000-2001. (See Table 2). However, high school migrant students' attendance rates often trailed district attendance rates with the exception of spring 2001.

Elementary migrant students had lower discipline rates than district students in all semesters except Spring 2000. Middle school migrant students had lower discipline rates than district middle school students both years. However, high school migrant students usually had higher discipline rates than those of district students except for the fall of 1999. No explanation was sought for these differences, because of the few numbers of migrant students involved.

Table 2: AISD Title I Migrant Students and Students Districtwide, Attendance and Discipline Rates by Semester, 1999-2000, 2000-2001

Grade Level	% Attendance				% Discipline			
	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 1999	Spring 2000	Fall 2000	Spring 2001
Elementary Migrant	97.0	96.8	96.5	95.7	1.4	2.9	0.0	0.0
Elementary District	96.4	95.6	96.2	95.3	1.9	2.4	0.6	1.1
Middle School Migrant	98.0	94.9	96.4	94.0	5.3	7.9	0.0	4.3
Middle School District	95.1	93.5	94.9	92.8	7.5	10.2	8.6	10.5
High School Migrant	84.7	82.4	87.3	88.6	2.9	8.8	7.1	7.1
High School District	89.0	86.9	89.7	86.4	5.4	5.5	6.4	7.0

Legend: Attendance and discipline rates are expressed in percentages. Source: AISD records 1999-2000, 2000-2001

Migrant Support Services

Migrant support service (i.e., services coordinated with or provided to AISD migrant students) data are generated from a year-long documentation of migrant staff activities and from a survey sent to the NGS and recruiter/parent support specialist. These data are shown in Table 3 and were submitted to TEA as part of the annual performance reports for 1999-2000 and 2000-2001. Please note that the "Red Bag" referenced in Table 3 refers to a packet of information (the Texas Migrant Student Transfer Packet System) that must be forwarded with each migrant student whenever there is a change in the *school of attendance*. The packet contains a record of any coordinated migrant service(s), social work, outreach, advocacy, etc. that was provided to the migrant student at his/her current school.

Table 3: AISD Migrant Education Program Support Services 1999-2000, 2000-2001

Support Services	1999-2000		2000-2001	
	Regular Session	Summer or Intersession	Regular Session	Summer or Intersession
Guidance or Counseling	0	0	1	0
Migrant Service Coordination, Social Work, Outreach, Advocacy	275	38	212	14
Health, Dental and Eye Care	29	18	56	0
Nutrition	0	0	0	0
Pupil Transportation	0	0	1	5
Texas Migrant Student Transfer Packet System (Red Bag)	1	15	212	14
Other (Summer School Registration)	0	0	0	14

Source: AISD records, 1999-2000, 2000-2001

Supplementary Instruction

Although all AISD campuses, regardless of funding sources, use the schoolwide campus approach to providing instruction, the Title I Migrant Education Program provides direct supplementary instructional services to identified at-risk migrant students through tutoring or other indirect services such as books and/or other instructional materials purchased with migrant funds. During the regular school year (2000-2001), three secondary migrant students were identified as at-risk and were provided tutorial services. Academic follow-up on all secondary migrant students resulted in eight additional migrant students, whose six-week grades and attendance review alerted the migrant staff to their at-risk status, being enrolled in summer school. Migrant staff processed the paper work for 14 migrant students whose summer activities

were not funded with *titled monies*. Thirteen of the 14 migrant students participated in AusPREP, a tuition-free, pre-freshman, engineering program sponsored by Huston-Tillotson University located in Austin. In this program, instructional emphases are placed on mathematics, science and English. The other student participated in a summer state migrant program sponsored by St. Edward's University, also in Austin. This program provides on-the-job training, high school credits, and pay to eligible students.

Achievement Data

Improved student achievement is a major goal of all Title I programs, and the state accountability system criteria are applicable to the assessment of migrant students' academic performance. Their academic performance as a disaggregated group is defined within the state's minimum requirements for campus accountability ratings. The 2000-01 minimum requirements for a campus to receive an acceptable rating from TEA are as follows:

- At least 50% of all students at a campus must pass each section of TAAS (Texas Assessment of Academic Skills), including reading and mathematics at grades 3 through 8 and exit level, and writing in grades 4, 8, and exit level. In addition, at least 50% of students in each *disaggregated group* (African American, Hispanic, White, and economically disadvantaged) must pass TAAS. Passing is defined as 70% of items correct.
- The annual dropout rate must be 5.5% or less for secondary campuses, and for each disaggregated group at the campus.

TAAS passing rates for migrant students as compared to those of all AISD students in 2000-01 are reported as percentages for combined grade levels in each TAAS subject area as shown in Table 4 on page 6. This table shows that as a group, migrant students' overall TAAS passing rates exceeded the state's standard of 50% and were lower than AISD's overall TAAS passing rates.

Table 4: Overall TAAS Number and Percentage Passing Rates, Migrant Students and All AISD Students, Spring 2001

YEAR	TAAS All Tests Taken		TAAS Mathematics		TAAS Reading		TAAS Writing	
	Number Passing	% Passing	Number Passing	% Passing	Number Passing	% Passing	Number Passing	% Passing
Migrant 2001	19	53%	22	67%	25	71%	12	63%
AISD 2001	24,577	74%	26,761	84%	26,676	84%	10,583	81%

Source: AISD records

Table 5 shows when reporting migrant students' TAAS performance by grade level, migrant students met the minimum criteria at grade levels 3-5, 7, and Exit Level, but not at grades 6 and 8. At grade levels 6 and 8, migrant students' passing rates are well below the minimum requirement for all tests. However, TAAS data from the 1999-2000 school year show that migrant students met the state requirement in grade 6 reading (57%) and mathematics (60%), and Exit Level reading and mathematics (75% each); and in grade 7, migrant students met requirements in mathematics only (60%). Percentages passing at grades 3-5 and 8 were not reported for the 1999-2000 school year because too few migrant students were tested in that school year.

Table 5: Number of Migrant Students Taking TAAS in 2000-2001

Grade	Writing		Reading		Mathematics		All Test Taken	
	# Taking Test	% Passing	# Taking Test	% Passing	# Taking Test	% Passing	# Taking Test	% Passing
3			5	100%	5	80%	5	80%
4	6	83%	6	83%	6	83%	6	67%
5			1	100%	1	100%	1	100%
6			5	20%	4	25%	5	0
7			3	100%	3	100%	3	100%
8	4	25%	6	33%	5	20%	7	14%
Exit	9	67%	9	89%	9	78%	9	67%
Total	19		35		33		36	

Source: AISD records

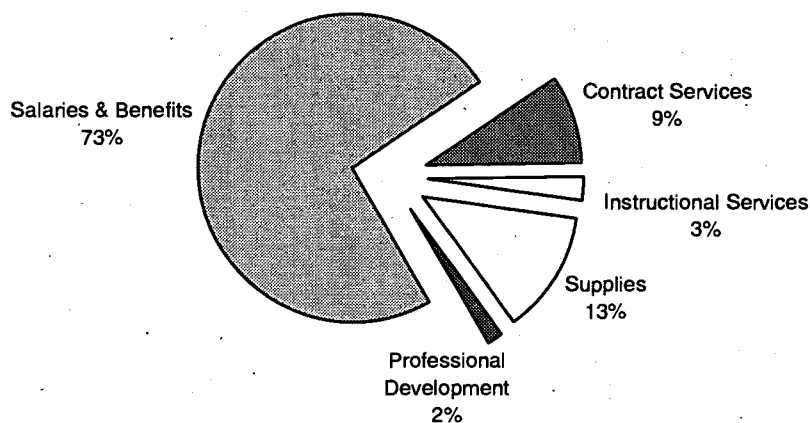
Program Cost

The 2000-01 AISD Title I Part C Migrant Education program budget allocation was approximately \$111,485. As shown in Figure 1, the majority (73%) of the Title I Migrant

allocation was used for salaries and benefits for a parent support specialist/recruiter, a New Generation System (NGS) data tracking specialist/recruiter, and a partial salary for an evaluation staff member. These staff are critical to program operation because the Texas Education Agency (TEA) mandates separate allocation and expenditure of the migrant *entitlement* fund; extensive record keeping and tracking of both students and finances; computerized entry of student data into the NGS national student tracking system; and an annual performance report.

In addition, 9% of the migrant funds were allocated to contract medical or dental services for students. Tutoring and summer school tuition for migrant students accounted for another 3% of the budget. Supplies and materials, 12% of the budget, included instructional materials, reproduction costs, and general supplies. The remainder of the funds included 2% for professional development travel and registration fees.

Figure 1: 2000 –2001 AISD Title I Part C Migrant Education Budget Allocations



Source: AISD Finance records

Summary and Recommendations

Migrant students are AISD students first and foremost. The Title I Part C Migrant Education Program is an *entitlement* program that generates funds dependent on the number of identified migrant students in a school district. Review of the NGS withdrawal records completed by migrant families when they leave the program indicates that the families are leaving the migratory industry for non-migratory career areas. Consequently, AISD has seen a drop in the number of eligible migrant students enrolled, and therefore, a decrease in the amount

of *entitlement* funds for migrant services. Since self-generation of funds is one of the main barriers to helping migrant students, the district must look to other internal, AISD resources that can be used to help these students.

Migrant students' TAAS results for 2000-01 reported by grade levels also present a concern for AISD. The TAAS passing rates were below state minimum standards at grade levels 6 and 8 in all subject areas. The following suggestion is offered for consideration:

- *Since migrant students in AISD are served at multiple campuses, it is suggested that campus and district program staff make efforts to secure special tutoring for migrant students in elementary and middle schools that have either the sixth or eighth grade. This may require strategic allocation of local resources in order to meet the academic needs of these students who are in transitional school years (e.g., 5th to 6th, 7th, 8th, etc.).*

These students may need extra assistance with all academic subjects and English as a Second Language support, especially if a language barrier (50% LEP) or being overage-for grade level (12%) is evidenced. Regardless of how the services are delivered, special tutoring should be available to all upper elementary and middle school migrant students suspected of having difficulties. Therefore, a second recommendation is offered:

- *Because all schools in AISD usually opt to serve students in a schoolwide curriculum, (which technically means all students' needs are met, including those of migrant students), each school with migrant students on their campuses should create a plan of action using AISD's migrant program staff's notification of students enrolled on their campus to quickly establish student eligibility for any applicable program participation, academic review and monitoring for at-risk areas/status. These schools should also provide staff development training for teachers that would enable them to better provide instructional services to at-risk migrant student. Currently this initiative is pursued by the migrant staff and is limited by staff size and job related duties/activities. Migrant funding is generated through the direct involvement of migrant program staff and most migrant students receive only those services that are paid for by program staff.*

Because providing every student with an opportunity to achieve academically is critical to AISD's vision of providing every student with an excellent education, all at-risk migrant students should be considered for inclusion in any available academic tutorial or supplementary instruction programs. Also, if school staff communicate with migrant program staff about the placement of these students in supplementary instructional programs, migrant program staff could arrange appropriate service contact that would generate additional migrant program funds.

The third recommendation involves teachers and counselors because these campus staff interact with AISD students to assist them with both academic and social support. They are only aware of a student's special population status if the migrant program's staff provides documentation about the student and his or her participation in the program. The recommendation is:

- *Counselors and teachers should take the lead in noting that students are migrants and utilize the migrant staff to generate additional assistance with academic, mental health, medical, dental, or vision services that are needed to assist the student in obtaining an excellent education. Contact by the migrant staff would also generate additional funds for the program while allowing them to do their job. Contacting migrant program staff for assistance is not exclusive of other school support staff such as the parent support specialist and school nurse.*

The fourth and final recommendation refers to communication outside of the New Generation System (NGS) and is applicable to certain situations.

- *Because the NGS is an electronic system that relays numerical information, migrant staff might consider using an E-mail, a telephone call or a letter of introduction and query to the last school of attendance to get more information about subject mastery, test data, attendance, discipline, and citizenship, especially if the family comes from another state. This information will enhance the district's ability to serve the academic needs of migrant students.*

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